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ABSTRACT

Developed for use in the Youth Development Center of Georgia, these fifteen lessons respond to a need for nutrition education and training. Lesson titles are (1) Pre-Test and Brainstorming Exercises; (2) Moods and Emotions; (3) Reasons (rational vs. emotional thinking); (4) Two Sides of an Issue (rational, emotional, and combination thinking; consideration of other opinions); (5) Alternatives (brainstorming in decision-making process); (6) Foods as Alternatives; (7) Information and Risks (information gathering to avoid risk taking); (8) Food; (9) Are you a Risk Taker? (values as a component of decision-making); (10) What is a Critical Decision? (role of clarifying values in good decision making); (11) The Decision is Whether or Not to Decide (decision-making model use with nutrition-related decision); (12) The Story of Missed Critical Decisions (decision-making model use in life-planning situation); (13) Living on Your Own, Being on Your Own, Eating on Your Own (budgeting); (14) Options: A Decision-Making Game (decision-making model use regarding post-release plans); and (15) Trying Out Skills (role playing in after-care and nutrition situations). Each lesson follows this format: objective, materials, teacher introduction, outline with exercises/activities, student activity sheets, and some visual aids. (YLB)

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Living, Being, Eating: Decisions We Make

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NUTRITION EDUCATION

HOME ECONOMICS UNIT

OFFICE OF VOCATIONAL EDUCATION

GEORGIA DEPARTMENT OF EDUCATION

CHARLES MCDANIEL
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LESSON I

PRE-TEST AND BRAINSTORMING EXERCISES

OBJECTIVE: To administer the pre-test and obtain evaluative results.

To introduce the technique of brainstorming.

MATERIALS: Copies of pre-test
List of brainstorming exercises (teacher handbook only)
Students have no activity sheets for this lesson

TEACHER INTRODUCTION

One of the most important parts of making good decisions is the ability to look further than the one or two solutions which may immediately come to mind when faced with a problem. We often turn down other alternatives before we have really given them a chance. We make assumptions -- it won't work, I don't have enough time, it's silly. Many good ideas go down the drain this way.

The technique of brainstorming allows us to free our minds to think creatively while putting off judgment until later. It is a good introduction to alternatives, and can be a lot of fun.

LESSON I

AGE: _____ 10 or below

_____ 11 - 13

_____ 14 - 15

_____ 16 - 17

_____ 18 or above

Were you in a RYDC before you came here? _____Yes _____No

How long have you been in this YDC? _____2 weeks or less

_____2 weeks - 2 months

_____2 - 4 months

_____4 - 6 months

_____6 - 12 months

_____more than 12 months

I. Circle the way you feel about the following statements --- agree or disagree.

		Agree	Disagree
1.	THERE ARE WAYS TO GET BETTER AT MAKING DECISIONS	A	D
2.	IT DOESN'T MATTER WHAT YOU EAT AS LONG AS YOU EAT SOMETHING	A	D
3.	HOW YOU DECIDE ON THINGS MAKES A DIFFERENCE IN YOUR LIFE	A	D
4.	YOU CAN TELL RIGHT AWAY IF YOU HAVE MADE A GOOD DECISION	A	D
5.	I UNDERSTAND WHAT IS MEANT BY ENERGY BALANCE	A	D

II. Circle the letter which shows how often you do each of these things.

		Always	Sometimes	Never
1.	I MAKE GOOD DECISIONS...	A	S	N
2.	I UNDERSTAND HOW I MAKE DECISIONS...	A	S	N
3.	I FEEL I AM CAREFUL ABOUT WHICH FOODS I EAT...	A	S	N
4.	I ACT ANGRY WHEN THINGS DON'T HAPPEN THE WAY I WANT THEM TO...	A	S	N
5.	I TRY TO EAT A VEGETABLE ON A DAILY BASIS...	A	S	N
6.	I TRY TO SEE THINGS FROM OTHER PEOPLE'S POINT OF VIEW...	A	S	N
7.	I CAN KEEP TO A PROPER WEIGHT FOR ME...	A	S	N
8.	I KNOW WHEN MY MOODS ARE AFFECTING MY APPETITE...	A	S	N

III.

How do you feel about the importance of the following things?

		Important	Very Important	Not Important
1.	WHAT I WEAR...	I	VI	NI
2.	WHAT I EAT...	I	VI	NI
3.	HOW MUCH I EAT...	I	VI	NI
4.	HOW MUCH SLEEP I GET...	I	VI	NI
5.	HOW MUCH EXERCISE I GET...	I	VI	NI
6.	HOW I GET ALONG WITH MY PARENT(S) OR GUARDIAN(S)...	I	VI	NI

		Important	Very Important	Not Important
7.	LEARNING TO READ...	I	VI	NI
8.	LEARNING MATH SKILLS...	I	VI	NI
9.	HOW MUCH MONEY I WILL MAKE...	I	VI	NI
10.	HOW I SPEND MY MONEY...	I	VI	NI
11.	UNDERSTANDING MYSELF...	I	VI	NI
12.	HOW I APPEAR TO OTHERS...	I	VI	NI
13.	EATING DIFFERENT KINDS OF FOODS...	I	VI	NI
14.	UNDERSTANDING HOW TO MAKE GOOD DECISIONS...	I	VI	NI
15.	WHAT A WOMAN EATS WHEN SHE'S PREGNANT...	I	VI	NI
16.	WHAT JOBS I GET...	I	VI	NI
17.	WHAT I DO WHEN I LEAVE HERE...	I	VI	NI

LESSON I

BRAINSTORMING EXERCISES

Outline

First, tell the class the rules of brainstorming.

1. There is no right or wrong.
2. Name anything you can to solve the situation or problem. Don't evaluate it--don't say "oh no, that won't work" or "that sounds silly." Leave all judgment until later.
3. Don't assume anything. Open up your mind as much as possible. Give them a reasonable time limit for each exercise to make the activity more fun and help speed up their thinking.

Try as many of the following as you like. If you can think of others that are better, substitute them.

1. A logging camp in the north has always had trouble with equipment. Lately, however, the workers have been expressing satisfaction with a foreign log pick used in turning logs. The foreman decides to order as many foreign log picks as possible. Not being adept at calling a foreign country, he gets the wrong number, and the accents prevent the callers from realizing the mix-up. Thus, the foreman receives 2,000 corn dog sticks by special delivery two weeks later.

   Brainstorm how corn dog sticks could be used in a logging camp.

2. You are sent to a deserted island. You can have only one object with you. What object will you choose?
3. Name ways of cooking eggs.
4. List uses of a coat hanger.
5. List jobs that pay a lot of money and don't require a college degree.
6. Name foods that are usually eaten for dinner which don't require cooking.
7. Name sports that people can play by themselves (without an opponent or team).
8. Tell of ways to get from here to Miami, Florida.

9. You are locked in a fully furnished house with no windows. You are by yourself in the middle of winter and it's very cold. There is a fireplace and matches. What would you burn to keep warm until you are rescued?

10. You are staying with a small child while her mother is away. You are wakened in the middle of the night by a crashing from downstairs. What can you do?

11. You are lost in the woods and haven't eaten for three days. What are things you can eat?

12. A friend here at the center is going to have a birthday. You won't be able to buy anything so what gift can you make?

13. You have a job and are trying to save money by bringing your lunch to work. You are also trying to lose weight. What are some things you can bring that will help both problems?

14. Your own ... or theirs.

LESSON II

MOODS AND EMOTIONS

OBJECTIVE: To introduce the effect the mind and body have on emotions and vice-versa.

MATERIALS: Blank transparencies for students
(you will need to supply these)
Mood/Emotion Time Line Transparency
Grease pencils

TEACHER INTRODUCTION

All of our behavior is affected by how we feel mentally and physically. Although this may seem obvious to you as an adult, it is not so obvious to adolescents.

Using the Mood/Emotion Time Line can show students that

1. daily lows and highs are a function of both mental and physical factors.
2. every person has different pattern of highs and lows according to how he/she is functioning mentally and physically.
3. interacting with other people when there is a major disparity between your moods/emotional conditions and theirs can often cause friction.
4. making decisions at times when you are not at your best either physically or emotionally may cause some poor outcomes.
5. how and what you eat affects your health ... <u>your level of functioning and contentment</u>.
6. stress can create distorted eating habits; distorted eating habits can create stress.
7. recognizing all people will not react to a given situation at a given time in the same manner as you will help to increase your own level of functioning and contentment.

Outline

1. Have the students jot down what happened to them yesterday if you think they will not be able to recall these events when given the mood-time line.

2. Ask them to locate the time line in their folders. Explain the chart and have them carefully chart how they felt at particular times of the day. They can go half-way between the lines, also. Tell them they can indicate great, good, okay, low and lousy based on the way they felt physically or mentally or both. Remind them to put key words by certain times that stood out -- particular class or meal or time with friends. Show them an example (yours, perhaps with different key words) on the overhead to begin with so they understand what they are expected to do. Give them five minutes. Then hand out transparencies to lay over the sheet and ask them to trace the graph lines they made, being careful to arrange the two sheets so that the edges are even. (No tracing of key words)

3. Collect the transparencies and letter them individually (A-J), with each letter next to the starting point of its respective graph line. Then put the transparencies one by one, for effect, on the overhead so that all lines and letters can be seen.

4. Compare and contrast the different people by asking the following questions or making up your own. Letters used here are for example only.
   a) What might happen if Person A (low) goes to Person B (great) and asks for a favor? What about the other way around?

   b) Do you think Person D eats a great deal or very little at lunch? Person E?

   c) Do you think Person C or Person H would get more upset if someone started kidding him or her in class?

   d) What if I (teacher) was Person B? How do you think I would react to the class fooling around at this time?

   e) Do you think person C, D or E has more energy? (Relate to #b above) If Person D ate a big lunch and felt sluggish so that he or she didn't get a lot of exercise, what might happen?

   f) Person E (low, lousy) is your mother or guardian. This morning she asked you to take out the garbage and wash the dishes. You are Person F, and for some reason you forgot. How might she react? How might you respond? What would happen if you and she were Persons ___ and ___ (low or lousy) Brainstorm some reasons that she might be Person ___? If that is so, what do you think she needs right now? What would you need?

g) Person H goes to buy a car today. Is it a good day to go shoping for one? Person J goes grocery shopping at 11 a.m. Is he/she more likely to spend a lot or a little? If this person were you, what kinds of foods would you be more apt to buy?

h) When you get out of YDC you decide to try going back to school. There is an incident of vandalism and the teacher suspects you. You get sent to the principal. How might you act if you were person A? Person D? Person E? How might the principal act if he or she were person H?

i) Brainstorm things that are affected by our moods and emotions.

LESSON III

REASONS

OBJECTIVE: To provide an introduction to concepts of rational versus emotional thinking.

To provide practice in thinking and listing reasons.

MATERIALS: Activity sheet for this lesson

TEACHER INTRODUCTION

It is difficult for many adolescents to be able to consider any opinion besides their own. Although they can be capable of rational thought, it sometimes is like pulling teeth to get them to verbalize it when they are in public. If another idea or side of an issue is not "cool," they will hardly pay any attention to its value.

Adolescents eat poorly much of the time. They are fast food's greatest fans. They are not interested in fruits and vegetables, for the most part, when they can choose snack foods, ice cream or cookies. Consequently, they may lack many of the nutrients which they especially need during their greatest growth period.

Eating fruits and vegetables is not cool. Eating pizza is. Drinking milk is not cool. Drinking Coke is. The other side of the issue in terms of nutrition is appreciating the value of foods that do not get top rating with most kids in their age bracket.

Nutrition will be of very little interest to students if it stands alone. However, if it can be threaded throughout the unit with content which is of interest to the students, there is a much greater chance for learning of all kinds to take place.

This lesson will build motivation to learn what is in the unit by drawing upon the interest of students at their level. This and the next few lessons concentrate on providing students with practice in looking at the other side of the issue.

The lesson begins by requesting that students simply draw a food. This is an introduction into reasons; our reasons for doing or believing things. It then proceeds to examine some of the simple rules with which students must live during their detention. While it may seem totally natural to us to have these rules, from the students' perspective, it may not seem natural at all. Again, our emphasis is on thinking.

Refrain from showing students how you feel about a particular rule or issue, although it may be obvious, or students may assume that you side with having the rule. (You can remind them not to assume anything, one of the rules of brainstorming.) But the point is not simply which side you take, but that there are two sides to this and all issues.

After trying a few issues, students will become more adept at thinking of and verbalizing sides of issues other than their own. That is the whole object of the lesson. We are teaching for thinking.

Outline

1. Ask students to take out their activity sheets for this lesson. When they have them in front of them, simply tell them to "draw a food." Say nothing else, even though they will probably ask questions. Give them a few minutes.

2. Ask them, "what were your reasons for drawing that food? List them next to the numbers below the picture. Try to think of four if you can. Try to brainstorm why you chose to draw the food that you did."

3. Give them a few minutes. Then ask them to call out their various reasons. You write them up on the board. You may hear

   a) it's what I felt like having now
   b) my favorite food
   c) easy to draw
   d) only food I can draw
   e) first thing that came to mind
   f) I eat it a lot
   g) you can't get it here
   h) it's cheap
   i) it's too expensive to buy
   j) because I knew this was about nutritious food
   k) we had it for breakfast

4. After these are listed on the board, ask the following questions for discussion.

   a) Do your moods affect your opinions in this case? Your choices?
   b) When are they most likely to? Why?

5. Say "Let's consider some other opinions. When there is a rule of any kind there is the tendency for people to side with either one side or the other, that is, <u>for</u> having the rule or for <u>not</u> having the rule. Let's consider a school (YDC) rule."

6. Start with a school rule that none of the students seem to like. It may be one that you've heard complaining about. Or you can simply ask them to brainstorm some of the rules of the school. Make sure the rules that are dealt with are ones that all of the students are interested in.

   Examples

   a) classroom or school vandalism

b) limited number of passes out of YDC
c) open versus fenced complex
d) token economy system
e) leaning back on the chairs in class
f) smoking only at certain times of the day
g) sending youths to YDC in the first place

7. Write one of these on the board. Be sure to fill in the side of the opinion of the students first. Then do the other side, emphasizing that there must be reasons on that side or the rule wouldn't exist. Somebody believes in those reasons. Tell them they must try to come up with at least four reasons on each side. Hide your own opinion because they expect tc see it.

8. Do another rule in the same way. Students can fill this one in on their sheets. Remind them to use key words. Writing complete sentences may take too long and will probably be rather frustrating to them. We want to avoid frustration and encourage achievement.

LESSON IV

TWO SIDES OF AN ISSUE

OBJECTIVE: To further explain the difference between rational, emotional, and combination thinking.

To illustrate the relationship of this concept to our decisions in general.

To encourage students to consider other opinions besides their own.

MATERIALS: Student activity sheet

TEACHER INTRODUCTION

Students have previously received practice in thinking of and giving reasons for some rules. Now they will do the same thing, yet be asked to think a bit further. Where do these reasons come from? Are they based upon sound evidence and forethought or merely a person's feelings and his/her attitude towards things? Or are they a combination (consideration has been given to both what one thinks or knows and what one feels)?

The target population is an emotional group. Research shows immediate gratification and pleasure are a code by which they live. Planning and forethought do not characterize their lifestyles. Such exercises can assist in bringing out the rational thought of which they are capable but have had little practice.

In terms of nutrition, our eating habits are guided by what we know or think as well as what we feel. However, adolescents do not know enough about foods and our bodily needs for them to be able to have a great amount of rational input into the decisions they make. Emotions weigh heavily on what they decide. With maturity they can learn to counteract making decisions based merely on

what they want or feel. Maturity, a function of aging, requires experience and practice. These exercises attempt to provide practice in clear thinking and in analyzing the source(s) of our reasons. Continuous practice can bring about desirable habits.

Our first inclination might be to eat whatever we want, perhaps just because it tastes good or fills us up. Two major things will make a difference in changing that pattern of acting according to feelings only.

1. Learning concepts about food and nutrition.
2. Caring enough about ourselves to want to heed that information.

As we get older, and our mortality becomes clearer to us, we may be more inclined to take steps to preserve our health and appearance. As children, however, the loss of youth is difficult to forsee. Children adopt healthy habits because people they admire have them or because they have received practice in them from an early age. Choosing nutritious foods is a healthy habit and so is rational thinking.

Outline

1. Do one quick rule associated with the YDC on the board, or if it has run dry, begin on some laws. Ask, "what are some rules or laws which people are often divided about, that is, they have a hard time seeing the other side of the issue?" You could ask them to brainstorm some or use one or more from the following list

   Examples

   a) legalization of marijuana
   b) legalized abortion
   c) motorcycle riders must wear helmets
   d) 55 mile-per-hour speed limit
   e) capital punishment
   f) volunteer armed services versus the draft
   g) mandatory schooling until age 16
   h) organizing unions
   i) minimum wage requirements
   j) rent control
   k) gun control
   l) detention of juvenile offenders

2. Choose one that you think will interest all of your students. Do this at the board, but ask students not to copy the reasons so that their minds will be totally focused on verbalizing their own reasons. Put the following outline on the board and fill in the issue.

   Write PRO and CON, YES and NO to make it clear in their minds which side is which.

YES - PRO	NO - CON
Reasons FOR having it	Reasons AGAINST having it
1)	1)
2)	2)
3)	3)
4)	4)

3. Remind them to think of at least four reasons for each side. Again, start with the side you know they will favor. Remember to hide your own opinion. The purpose of the task is not to decide which side is right or wrong, but to exercise their abilities to think further than their own feelings and opinions. Use the phrase the "other side of the issue" constantly. You can refer to it later when discussing personal issues, issues about food and behavioral issues. Get them used to hearing it.

4. Some of these issues or laws might be too controversial for your group. Choose carefully. Although at first glance you might think it unwise to explore the "wrong" side of some laws, you are recognizing differences in opinion and amongst people by your own rationality regarding opposite points of view. You are also showing that you recognize and accept the fact that what people feel and know enters into their reasons for doing things. The objective is to emphasize rational thinking. But students will pick this up on their own and will not need to be told that it is important or shown that it is your opinion. They internalize what they decide for themselves more than what others decide for them. This is one of the basics of decision-making education.

5. If some of the reasons they give are the same, but in different words, simply put key words next to a previous reason. Feeling of worth is important here. Each student should be made to feel that his/her reasons or ideas are valuable.

6. Leave the list of laws up on the board. After you have gone through the first exercise go back to this list. Ask them, "Which ones of these issues have to do with health?" Directly or indirectly, all of them do. This is the time to illustrate that if it has to do with life and with people, it has to do with health, physical and mental. But, rather than separating these into two distinct aspects, introduce the "word" bodymind. Explore with them how your body and mind influence each other. If a person is unhappy or depressed, how might he appear physically? If he is feeling physically ill, how will that affect his mind? His behavior? Refer back to the Mood/Emotion chart.

7. Ask "Why would the government get involved in people's health?"

   You could point out that often the health of one person or group directly or indirectly affects the health or well-being of another.

   Examples

   1) A mother who is an alcoholic affects the well-being of her children. How?

   2) How might a shopowner who is having marriage problems treat his employees?

3) How would having a mandatory draft affect the mental health of families and the nation?

4) How might a teacher act with a student when he/she has a headache? (and vice-versa)

8. Do two more laws, from either the list, or yours or of your students' choosing. When they complete the reasons, emphasize the rational-emotional nature of the reasons. Do not evaluate the reasons this way until all have been listed. This time give students the opportunity to fill out reasons before you do it all together.

9. For the third one, you may ask them to choose their own law (one that hasn't been done). You can circulate around the room and ask questions.

LESSON V

ALTERNATIVES

OBJECTIVE: To establish the use of brainstorming in the decision-making process and illustrate its important in defining alternatives.

To illustrate that issues generally can have more than two sides.

To further practice in rational thinking by encouraging students to consider the consequences of decisions.

MATERIALS: Two student activity sheets

Current local prices of five grocery items

TEACHER INTRODUCTION

Students can now begin to practically apply what they have been practicing by thinking of solutions to real problems. They are also being asked to think further than solutions by attempting to forsee what the consequences of choosing various alternatives to solve a problem might be. In addition, they are being led to see that the subject of food as it relates to financial aspects of our lives is an important one. We are introducing them to the idea that people can make different choices with food and the consequences of those choices will be different as well. Later on, students will learn how this is true in a personal sense.

Outline

1. Put underlined words in students copy up on board for more impact. The more repetition, the more it will sink in.

2. Tell them brainstorming is a good way of coming up with alternatives. Remind them of the rules of brainstorming, that is, anything that comes to mind. Do not evaluate until later.

   ISSUE: Age at which it is legal to drink (buy) alcoholic beverages.

   a) Keeping it at 18

   b) Raising it to 21

   c) Keeping it at 18 with parental permission

   d) Keeping it 18 if you register to vote

   e) Keeping it 18 if you don't have drivers license

   f) Changing driving age to 21 instead

   g) Keeping it 18 for beer and wine only

3. The second issue has been left open-ended. The two recommended issues are

   What are ways to solve the gas shortage?
   What are ways to control the population explosion?

   You may wish to suggest one of these to the class, give them a choice of which one they will do or you may want to do an entirely different issue. It is up to either you or them. Alternatives can get pretty far out here, but let them. A few students might giggle when one says "blow up all the cars" or "don't let guys and girls hang out together." Just nod, don't look TOO serious and put the alternative on the board. When it comes time to evaluate the alternatives as to what will probably or may happen as a result, it will be obvious that these are silly suggestions. But do not treat them as silly. This will negate what you have said about the rules of brainstorming.

4. The last issue, "What are ways to cope with the high cost of food," the whole class will do. Because the students might not even be aware of how much it costs to buy food these days, informing them of this fact is a worthy exercise in itself. So before you do the issue, you may want to ask them to guess the cost of the foods listed below.

Foods on which to estimate costs

1 pound of hamburger meat, extra lean

1 pound of cheddar cheese

1 gallon of milk

1 loaf of whole wheat bread, family size

1 head of lettuce

After you have read all five items, have them add up their totals and compare the answers. Then read the cost of each item and the correct total. Ask how much they think it would take to feed a family of five for a week. (They will get practice in this later on in the unit.) Then go back to the issue. Below are some suggestions. Don't provide them until students have thought about their own alternatives.

a) Don't eat

b) Eat three times a week

c) Get food stamps

d) Eat cheap food from grocery stores

e) Just eat at McDonalds

f) Talk to a dietician about ways to eat cheaply

g) Collect and use low-cost recipes

h) Stop buying the most expensive foods, like meat

i) Increase use of vegetables

j) Grow your own food

k) Buy in economy size

l) Buy a side of beef at a time

m) Eat less meat, more poultry and fish.

LESSON VI

FOOD AS ALTERNATIVES

OBJECTIVE: To tie in classroom learning with food service in the YDC

To give students a rational basis for considering the food they are served in the YDC

To expose students to the fact that the bodymind needs certain foods

To provide practice in choosing foods from the four food groups and looking at food as alternatives

MATERIALS: Three student activity sheets

Mini-poster "Guide to Good Eating" (available from your local Food and Nutrition Dairy Council)

TEACHER INTRODUCTION

This is a hefty lesson in terms of nutrition content. Choosing foods to eat with regard to the alternatives available within the four food groups is an extremely important task to master for sound nutrition.

Adolescents are growing and often have huge appetites. When served the three meals a day at RYDCs or YDCs, staff members report that students often gain weight. It is questionable whether on the outside they eat as well as they do while they are being detained. Yet, the students complain. This is mostly a function of their liking to complain! However, perhaps if students are able to have a clearer knowledge of what goes on behind the scenes in the planning, preparing and serving of their meals, they will assume more positive attitudes.

Later on in the unit students may tour the kitchen of the YDC (with the approval and assistance of the food service personnel) to gain more insight into the preparing and serving aspects of the

operation. This lesson primarily focuses on planning the meals that are served.

Students have previously been introduced to the idea that decisions are made by choosing from alternatives. Now they will see that which foods to include in a certain meal is a decision that someone has to make too. While they are at the YDC, someone else makes this decision for them. But, they still decide which of these foods they will or will not eat.

Encouraging students to figure out the pros and cons of having federal regulations involving school meals will help them see that their meals are planned for justifiable reasons. Rather than simply telling them that someone else knows what is good for them (they hear this all the time), you are asking them to give you this explanation.

Outline

1. Read the first activity sheet and complete the issue on federal food service regulations. Here are some guidelines you can use after students have come up with their own reasons.

Reasons FOR rules	Reasons AGAINST rules
A) Because they know what is good for you and they want to do what is good for you.	A) Food service people should be able to serve what they want to serve.
B) Food is an important part of growth health and behavior (You are what you eat).	B) Maybe good food is really expensive.
C) Because you have a right to good food and since you are here it is their responsibility to fulfill that right.	C) Kids don't like all the foods that are served so it wastes food and money.
D) Because nutrients in food do their best work together, it is good to get well-balanced meals.	D) We should just order in from McDonald's; its a lot easier and everybody likes it.

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2. As you are going through the various reasons it is an opportune time to introduce some nutrition content.

Examples

A) Why is food good for you? How do we know it is? What are things in foods called that are good for us? (nutrients). There are 50 nutrients, but 10 are called leader nutrients. Those are protein, carbohydrate, fat, calcium, iron, Vitamin A, Niacin, Vitamin C, Thiamin and Riboflavin. (Some kids, who have been in an RYDC previously where they've started the NET program, may be aware of this already and may be able to supply the names of the 10 Leader nutrients.)	A) Then ask, What if they served doughnuts, toast, coke and a potato (or some other odd combination)?
B) Ask for reactions to the phrase "You are what you eat."	B) Some good food is really expensive. But there are also good foods that are not. Refer back to high cost issue and the discussion of meat and vegetables. Explain that if you are creative enough you can often work around prices, even though it takes a lot of figuring (You will be dealing with this in the next lesson).

C) Even though they are being detained they have rights, which include a place to sleep, decent food, exercise, counseling and education. The administration recognizes those rights and provides them with those things.

D) Nutrients in foods are chemicals. And chemicals work with other chemicals. This is a good time to explain that vitamins help other things such as protein to do work and to provide energy. But vitamins themselves do not. Also what is meant by a well-balanced meal. All foods weigh the same?

C) Yes, throwing out food does waste food and money. The cooks would like to see you try more foods and eat what you are served. What suggestions do you have for helping to decrease plate waste?

D) What problems might occur as a result? Do you think that would be more or less expensive? What if someone was a vegetarian--what would that person eat?

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3. Now that it has been established that rules for the food service operation are probably a good thing, you can introduce exactly what those rules are. Go over the regulations on the student sheet and point out the following observation.

A) There are only regulations for breakfast and lunch. Why? Because these regulations come under the same laws that govern the regular schools, which serve lunch and sometimes serve breakfast but never serve dinner. Therefore, food service people at the YDC do not have regulations for dinner. It is suggested that they follow the same ones as for lunch, but this is not a requirement.

B) The object is to give students a third of their calories and nutrients at each meal.

C) There are different requirements for a teen-age girl and a teen-age boy. Remark upon those differences, but look more closely at the one that applies to your YDC.

D) Other nutritional requirements vary according to age, size, activity, health status (For example, specific diseases such as diabetes or heart problems and conditions such as pregnancy or a nursing mother have different requirements. Would these requirements be more or less?). This would present a good opportunity to talk about calories and weight control.

E) Notice that there are suggestions for alternatives to meat. Protein, iron, thiamin and niacin are the main nutrients which meat supplies. You can also get these from meat alternatives. Explain that when a person eats no meat (vegetarian), or when meat is not included in a meal, one of the alternatives can be substituted. Comment that you need beans or peas plus a grain product such as rice to give the same nutrients as meat.

F) The guidelines are broken into four groups for each meal. Ask them to continue with the part of their worksheets that asks them to write down the four food groups.

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4. This section uses the word alternative as it refers to food. Tell them to pull out the picture of the foods that is in their folder. Ask them to do this part by themselves and you can discuss it later. Encourage them to think of other foods than just ones that are given as examples in the pictures. (Another possibility would be to time them in teams to come up with as many alternatives as they can.)

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5. The last activity sheet deals with the four food groups and alternatives available for including them into meals that are commonly prepared.

   Answers and Comments

   A) Fruit and Vegetable group

   B) Milk group

   C) Milk group - This is a tricky one. In the pictures the potato is shown listed under Fruits and vegetables. It is the Vitamin C which qualifies it for this group. However, the inner part is practically all starch, a carbohydrate, and might also be put in the Breads and Cereals group.

   D) Milk group

   E) Meat group

   F) Milk group

   G) Meat group. A pizza with tomatoes and cheese has components of the Milk group (cheese), Bread group, and the Fruits and Vegetable group (tomatoes). However, you should point out here that cheese, although put in the Milk group, can often be used as a good substitute for meat, as it is a good source of protein.

   H) Meat group

   I) Bread and Cereal group

   J) Fruit and Vegetable group

LESSON VII: INFORMATION AND RISKS

OBJECTIVE: To illustrate that our daily activities require considering information we have and gathering new information

To show that when we make decisions without regard to information, we take risks

To introduce the idea that we take risks when we make food-related decisions without considering or gathering new information.

MATERIALS: Two student activity sheets

TEACHER INTRODUCTION

Initially, the lesson provides a non-nutrition related exercise to explore information gathering and risk taking. It is an example that any of the students could probably relate to, yet provides many avenues for analysis. Students will be able to see that they use and gather information in their lives constantly, in and outside of the classroom.

The next two exercises show how eating and planning what to eat are decisions that involve information as well.

If the class can participate in a tour of the facility's kitchen with the cooperation of your Food Service Manager, this experience could be extremely helpful in developing interest in and empathy for the entire food service operation. While the last exercise introduces the concept that we take risks by not knowing about what is "good for us," the next lesson will explore what <u>is</u> good for us, and therefore, what those risks might specifically be.

Outline

1. The lesson starts out with an example of a situation in which you must ask yourself many questions in order to gather information. Some of those questions you cannot answer. You will need to ask your cousin, your friend, the train depot and other sources. Below is a list of some of the questions that might arise while the class is brainstorming. After this list is complete, go through the items and ask the class very quickly where you would get this information. Then turn to the side titled RISKS. Ask, "What might or would happen if you didn't have this information?" In other words, "What might be the risk?"

INFORMATION -- things to consider	RISK -- of not having the information
1) Will the train be on time?	1) It may arrive early or late, causing you to miss seeing your friend as a result.
2) Can you use a car? If you do not drive, is there a bus, and what is the schedule?	2) If you assume you can use the car and later find that you cannot, or if you do not know the bus schedule or to which bus to transfer, you will be late.
3) Does the car have enough gas?	3) The car may run out of gas.
4) If it does not, is there a gas station open? Do you have enough money for gas? If not, where would you get it?	4) All stations may be closed. If they are open and you do not have enough money for gas, you will be stranded.
5) Is rush hour going to affect traffic?	5) Traffic can slow you down. If you had known about it earlier, you could have taken a shortcut.
6) Where is the train station?	6) You might get lost and be late.
7) What does your cousin look like? What will she be wearing?	7) You might not recognize your cousin. This will waste time and cause you to miss your friend.
8) How long does it take to get to the train station?	8) You may not leave in time and arrive late or leave too early and be bored by waiting.
9) How long does it take to get from the station to where you are meeting your friend?	9) A miscalculation will cause you to miss your friend.

10) If your cousin does not want to go with you to meet your friend, will there be something for her to do or someone to entertain her?	10) You may have to go home to please your cousin and be too late to get in touch with your friend. He would be angry.
11) Will your friend mind that you will be bring your cousin?	11) Your friend might mind and get upset.

This exercise will clarify that planning ahead and gathering all the information we need will help us avoid some poor outcomes. There are most always risks in the decisions we make, sometimes more than others. Careful consideration of the information we need will help us cut down on many risks we might take unnecessarily.

2. Now to the discussion of the food service operation in your YDC. Say, "People who work in the YDC kitchen have to consider a great many things, i.e. they need plenty of information when they plan meals. What are the things that they would have to consider?

3. LIST THESE WITH KEY WORDS ON THE BOARD.

Things to consider in planning meals	What would happen if they did not consider these?
1) Facilities--are necessary machines and tools available (ovens, broiler, grill, deep-fryer)?	1) You cannot have french fries without a deep-fryer or plan pizza for eight ovens if there are only six.
2) Budget	2) Overspend the budget and you cannot pay creditors.
3) Federal nutrition regulations	3) Students' nutrition would suffer.
4) Storage and refrigeration	4) Foods might spoil or shelf space may run out.
5) Food preparation time	5) Certain dishes may take too much time for the number of cooks available.
6) Foods that compliment each other	6) A meal of spaghetti and meatballs, potato salad and ice cream sundaes the kids would either reject or eject.
7) Textures	7) Such as scrambled eggs, mashed potatoes and pudding?
8) Colors	8) Macaroni and cheese, squash and lemon pie sound appetizing, right?

9) Likes and dislikes of students	9) If students will not eat the food, you waste food and money.
10) Leftovers	10) If a plan is not made, they will be wasted.
11) Pickup and delivery dates	11) Perishables may spoil or delivery may be too late.
12) Filling meals for big appetites	12) Students would go hungry.
13) Recipes--do you need them and how many?	13) Cannot assume that cooks know how to prepare all dishes.
14) Quantity of food to order	14) A food shortage may result.

4. Complete the left-hand column first, then do the right. After you are finished students should have a pretty good feel for the kinds of decisions that have to be made by their food service staff and a bit more empathy for the operation in general It may possibly prompt some discussion of the food service field by interested students. At any rate, it has introduced the concept that there are many things that have to be considered in planning meals, and risks that are taken when these things are not considered or the information is not secured.

5. SAY, "It really is quite an accomplishment to fit all the puzzle pieces together and come out with menus which take all these things into account. Do you think we consider some of these same things when we manage our own meals?

6. You will now return to the student materials.

   Read the top of this activity sheet aloud as students follow.

   Explain that each puzzle piece will be a type of information.

7. At this point you should suggest that the students refer back to the food they drew in lesson 3. Can any of the reasons they listed be the same as the reasons to plan or eat foods?

   Here are some of the things to expect as puzzle pieces. Remind them that they can use one or two <u>key words</u> to fill in each puzzle piece.

   1) cost

   2) good for them

3) tastes good

4) easy to make

5) already know how to make it

6) doesn't take too much time

7) easy to get

8) they like it

9) will help them to gain, lose or maintain weight

10) kids can make it themselves or help me make it

11) will fill them up

8. When pieces have been filled in, determine aloud the risks of not having or considering each piece of information.

9. If there is time, you can go through each reason and ask them if they were to do all their planning because of this one reason, e.g. cost or what tastes good, would their meal-planning decisions be rational (based on intelligent reasons), emotional (based on feelings or emotions) or both?

Going through this last exercise can help to clarify that decisions about food should probably be based on what we know and what we feel. Present both sides. If we only eat or serve food that we like, we may miss things that we need for growth, health and energy. Conversely, if we only serve or eat foods because they are good for us, it may take much of the fun out of it. Balance is a good thing.

LESSON VIII

FOOD, INFORMATION AND RISKS

OBJECTIVE: To provide cognitive information on sound nutrition

To explore the risks of not having or considering that information in decisions about food.

MATERIALS: One student activity sheet
One teacher transparency
Dairy Council mini-posters
Grease pencil

TEACHER INTRODUCTION

Students should now understand that many things need to be considered in planning meals and making food choices. At this point you can provide them with a little more insight into the four food groups and why we use them as a guide to eating.

Although we previously mentioned the importance of a variety of foods in the diet, this lesson presents a chance to further explain that concept. If the content in this activity appears to be too complex for these students, remember, it is the CONCEPT of a varied diet that we intend to relate and not the specific information. The lesson does not ask students to memorize the functions of nutrients or their combination in food groups. If students succeed in recognizing that there have been four food groups named, and that a combination of foods from these groups is essential to proper functioning of the bodymind, the objective will have been met.

Please note that the cognitive content in this lesson has been dramatically simplified. This is for the benefit of the learning capabilities of the students. It is, in fact, <u>not</u> the food groups which have functions, but the nutrients which exist

in the foods of these groups. Categorization into four food groups is merely a way to expedite the process of considering whether bodily requirements for the leader nutrients (and therefore the other nutrients) are being met.

Outline

QUESTIONS AND CONTENT

1. Request that a couple of students go to the board and list one day's meals for the family they were referring to in the last lesson. It is entirely up to them what they choose. Do not try to guide them in any way. However, you may want to remind them that they should plan the beverage and dessert, if they are to be served.

2. When the menus are completed, refer the class to the puzzle pieces from the previous lesson.

   On which ones of the puzzle items would they already have information?

   For instance:
   - What tastes good
   - What they already know how to make
   - What does not take too much time

   Which item could they easily get information about?

   For instance:
   - What is easy to make
   - What is easy to get
   - What students will like

   Which items will require that they ask for or look up some information?

   For instance:
   - What is good for them
   - What will help them gain or lose weight

3. Refer again to all the puzzle pieces.

   What would be the risk of not having this item of information?

   For instance: What will fill them up.

   The risk incurred is that you can not supply them with enough food at meals, so they remain hungry as a result.

What's good for them

This risks their physical and mental well-being. They may not grow properly, lack energy or get sick. It negatively affects their behavior and happiness. Relationships and school and other work may suffer.

Tell them that you will investigate these risks in more depth in a moment.

4. Remind students that you have considered the Basic Four Food Groups as a good way of assessing food as to whether or not you are getting the nutrients you need. Ask the class to look at the menus on the board and analyze them as to whether they contain representatives from all four food groups during the course of the day. Ask them to take out the first activity sheet for this lesson. In the left-hand column have them place appropriately the foods from menus on the board. Make sure to separate combination dishes into their various ingredients. For example, pizza contains bread, tomato sauce, cheese and meat. Foods that cannot qualify in the Basic Four (butter, doughnut, cake) can be listed at the bottom as Others.

   Consider the distribution among the four groups. Which group has the most representatives? The least? Refer to the servings guide for teenagers on the Dairy Council mini-posters. Are these being met?

5. Place your transparency from this lesson on the overhead projector. Note to students that your right-hand column corresponds to their filled-in (center) column. This is information we need so that we can use it to decrease risks. What are those risks?

6. From discussing the functions of the four food groups, help them to determine what risks might be taken from neglecting to include in your diet representatives from any particular group. Inform them that many other things besides diet can affect your bodymind. Such things are heredity, moods, sleep, exercise, even the weather! We have to be careful not to draw too much of a cause-effect here. But it is perfectly valid that these things MIGHT happen as a result of poor or imbalanced eating habits. Another caution is that eating poorly for one day will rarely hurt you to a great degree. It is long-term eating habits that are actually being considered.

   Example: Neglecting to eat foods in the MILK group might result in

- weak or malformed bones or teeth
- slow clotting of blood
- poor muscle and nerve functioning, perhaps irritability, poor muscle tone. Irritability could mean cramps, twitching, etc.
- fatigue as a result of lack of energy
- stunted growth
- sore skin, bloodshot eyes

7. Let the students figure out the risks involved before you tell them. It is actually an exercise in figuring out opposites from the information which is given them. To save time, have them use key words in the Risk column. You can put the same outline on the board so that they may copy your key words.

TEACHER TRANSPARENCIES INFORMATION

FOOD GROUP	MAJOR NUTRIENTS FOUND IN THIS GROUP	CAPSULE SUMMARY OF FUNCTIONS OF THIS GROUP
MILK	Calcium Riboflavin (Vitamin B_2) Protein	*Gives structure and strength to bones and teeth *Assists in blood clotting *Promotes normal muscle and nerve functioning *Assists production and use of energy *Promotes healthy skin and eyes *Supports growth and strengthens body cells *Builds enzymes, hormones, body fluids and antibodies
MEAT AND ALTERNATIVES	Protein Niacin Iron Thiamin (Vitamin B_1)	*Assists production and use of energy *Supports growth and keeps body cells healthy *Builds enzymes, hormones, body fluids and antibodies *Promotes healthy skin, nerves and digestive tract *Helps digest food and maintain a normal appetite *Brings oxygen to and carries carbon dioxide from cells *Increases resistance to infection
FRUITS AND VEGETABLES	Vitamin A Vitamin C	*Promotes healthy skin *Maintains linings of body cavities (eyes, ears, nose and organs *Increases resistance to infection *Promotes healthy eye tissue and assists adaptation to dim light *Forms substances that hold body cells together *Strengthens blood vessels and speeds healing
BREAD AND CEREAL	Carbohydrate Thiamin (Vitamin B_1) Iron Niacin	*Major source of energy for nervous system *Supplies fiber for regular elimination *Assists production and use of energy *Helps digest food and maintains normal appetite *Promotes normal functioning of nervous system *Brings oxygen to and carries carbon dioxide from cells *Prevents anemia and accompanying fatigue *Increases resistance to infection *Promotes healthy skin, nerves and digestive tract

FOOD GROUP	MAJOR NUTRIENTS FOUND IN EACH GROUP	CAPSULE SUMMARY OF FUNCTIONS OF THIS GROUP
MILK	CALCIUM RIBOFLAVIN (VITAMIN B_2) PROTEIN	*GIVES STRUCTURE AND STRENGTH TO BONES AND TEETH *ASSISTS IN BLOOD CLOTTING *PROMOTES NORMAL MUSCLE AND NERVE FUNCTIONING *ASSISTS PRODUCTION AND USE OF ENERGY *PROMOTES HEALTHY SKIN AND EYES *SUPPORTS GROWTH AND STRENGTHENS BODY CELLS *BUILDS ENZYMES, HORMONES, BODY FLUIDS, AND ANTIBODIES

FOOD GROUP	MAJOR NUTRIENTS FOUND IN EACH GROUP	CAPSULE SUMMARY OF FUNCTIONS OF THIS GROUP
MEAT AND ALTERNATIVES	PROTEIN NIACIN IRON THIAMIN (VITAMIN B_1)	*ASSISTS PRODUCTION AND USE OF ENERGY *SUPPORTS GROWTH AND KEEPS BODY CELLS HEALTHY *BUILDS ENZYMES, HORMONES, BODY FLUIDS AND ANTIBODIES *PROMOTES HEALTHY SKIN, NERVES AND DIGESTIVE TRACT *HELPS DIGEST FOOD AND MAINTAIN A NORMAL APPETITE *BRINGS OXYGEN TO AND CARRIES CARBON DIOXIDE FROM CELLS *INCREASES RESISTANCE TO INFECTION

FOOD GROUP	MAJOR NUTRIENTS FOUND IN EACH GROUP	CAPSULE SUMMARY OF FUNCTIONS OF THIS GROUP
FRUITS AND VEGETABLES	VITAMIN A VITAMIN C	*PROMOTES HEALTHY SKIN *MAINTAINS LINING OF BODY CAVITIES (EYES, EARS, NOSE AND ORGANS) *INCREASES RESISTANCE TO INFECTION *PROMOTES HEALTHY EYE TISSUE AND ASSISTS IN ADAPTATION TO DIM LIGHT *FORMS SUBSTANCES THAT HOLD BODY CELLS TOGETHER *STRENGTHENS BLOOD VESSELS AND SPEEDS HEALING

FOOD GROUP	MAJOR NUTRIENTS FOUND IN THIS GROUP	CAPSULE SUMMARY OF FUNCTIONS OF THIS GROUP
BREAD AND CEREAL	CARBOHYDRATE THIAMIN (VITAMIN B_1) IRON NIACIN	*MAJOR SOURCE OF ENERGY FOR NERVOUS SYSTEM *SUPPLIES FIBER FOR REGULAR ELIMINATION *ASSISTS PRODUCTION AND USE OF ENERGY *HELPS DIGEST FOOD AND MAINTAINS NORMAL APPETITE *PROMOTES NORMAL FUNCTIONING OF NERVOUS SYSTEM *BRINGS OXYGEN TO AND CARRIES CARBON DIOXIDE FROM CELLS *PREVENTS ANEMIA AND ACCOMPANYING FATIGUE *INCREASES RESISTANCE TO INFECTION *PROMOTES HEALTHY SKIN, NERVES, AND DIGESTIVE TRACT

LESSON IX:

ARE YOU A RISK TAKER?

OBJECTIVE: To further clarify the concept of risk (gain and loss) as it relates to decision making in general

To introduce values as a significant component in the decision-making process

To further emphasize the relationship of risks taken in food-related decisions as a result of inadequate information.

MATERIALS: Students' activity sheets

Information sheets (teacher handbook only)

TEACHER INTRODUCTION

This lesson further explores the concept of risk as it relates to our everyday decisions. Students are being asked to make decisions based merely on knowing that they have something to gain and something to lose.

After completing the exercises students should be more aware that we very often take a risk of losing some things when we try to gain other things. And furthermore, we take a risk of losing things when we do not realize what is most important to us. Understanding what we value is a very important step in realizing what it is we want. If we do not know what we want, we can not attempt to get it.

Depending on your students, you may wish to explore these concepts in terms of the decisions they made which resulted in their commitments. Did they take the risk of losing things (such as their freedom) in attempting to gain other things (such as money)? Although the concepts of values education have been shown to be too abstract in some cases with juvenile offenders and other children with severe emotional needs, decision-making

has been shown to be an area which needs attention. But, decision-making is not fully addressed when values are totally neglected. We merely graze the subject in this lesson, but if your students can handle more abstract topics, it may be worth more of their and your time to include additional values clarification exercises.

Anotner important lesson to learn from these activities is that in addition to risking losing things when we attempt to gain others, we are also often willing to take more of a risk when the results may not show up for a while. Buying on credit is a good example -- buy now, pay later. We gain merchandise or services, we lose money, we risk debt if we cannot afford our purchases. But the bill (the results) may not show up for a time yet. We are then much more willing to take that risk.

All of the lessons above relate to our decisions about food. We take risks of "losing" health, ideal weight and appearance when we are trying to gain something else: for example, acceptance of peers, or quick weight loss or psychological appeasement from stress. If we do not realize that our health and appearance (or our family's) are things we value, then we do not clearly see what we may be risking. And if we believe that poor nutrition decisions today will take a long time to show their results, we may be more tempted to make them.

Outline

1. Briefly go through the exercise below aloud with your class. They do not have an accompanying sheet. It may help to use the board.

2. When you have completed this, Ask, "What would make people take risks sometimes but not others?"

Students may answer or come to the conclusion, with your assistance that it is:

values, what is at stake, the importance of the outcome, present condition of the risk-taker, amount of information available, type of personality of the person -- conservative or experimental.

This activity is designed to help you see the amount of risk you are willing to take.

Are you a risk-taker? YES_____ NO_____

Do you usually play it safe? YES_____ NO_____

Suppose you are given the following choice of risk

A_1 A 100% chance of winning $1 million

OR

A_2 A 10% chance of winning $5 million
An 89% chance of winning $1 million
A 1% chance of winning nothing

Which would you choose? A_1_____ A_2_____

Suppose you are given the following choice of a risk

B_1 A 10% chance of winning $5 million
A 90% chance of winning nothing

OR

B_2 An 11% chance of winning $1 million
An 89% chance of winning nothing

Which would you choose? B_1_____ B_2_____

Having made these two choices, analyze your decisions according to the risks.

1) Which choice was more risky? A_1____ A_2____

2) Which choice was more risky? B_1____ B_2____

3) Did you choose the more risky in A?_____ B?_____

4) Were you consistent? YES_____ NO_____

5) If not, why not?

These two choices in A and B have been offered to hundreds of people experimentally. Most people prefer A_1 to A_2 and B_1 to B_2. It is inconsistent to play it safe in A and take a bigger risk in B. But that is what most people do.

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3. Ask students to turn to the first activity sheet for this lesson. Read the first part aloud as they follow.

4. Refer to the first decision -- J, K or L. Explain to them that they must choose one of these three. They can see that in each one they have something to lose and something to gain. At this point that is all they know. In a moment they will receive more information. For now they must make a decision, as people often do, without information and without knowing the risks involved (that is, what it is they might lose). Ask them to circle the decision they will each choose.

5. Cut up the attached sheet in the teacher handbook along the lines. Pass out the nine cards which relate to this exercise so that each class member has one. If there are more than nine students, have some share. Tell them they should not show their card to anyone else, but look at it themselves. They are each receiving a bit of information. Wins and losses are in money.

   For example, let's say you learn that PIFFLE is $100. Will that make you more likely to change your decision now?

   Let's say you learn that if you chose K, you will receive your wins and give up your losses in one week. Will you be more likely to change your decision now?

   Go around the room and one by one, ask students to hold up their cards. Students can write down notes. When finally all the cards have been shown, calculate which decision is the real winner. If each student had all the information, which decision would he/she have made?

6. Ask "Is having information important in making decisions? Can not having enough information be dangerous? How much does time matter in the decisions we make?"

7. Read aloud, as students follow, the next part of the activity sheet.

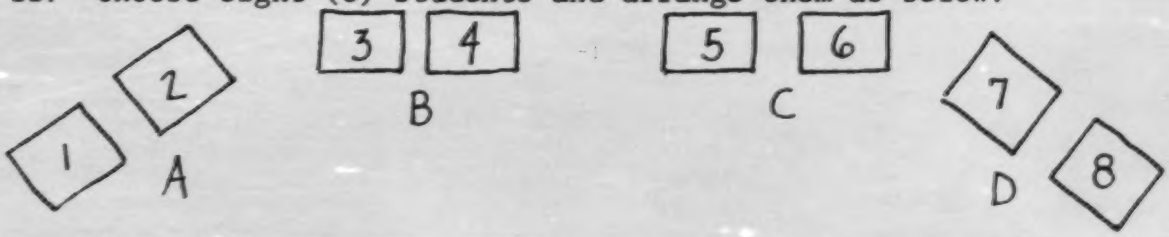
8. Ask them to rank the ten values at the bottom of the page. Explain that a value is something that is important to you.

9. Put the following outline on the board.

Decision	Outcome (what will happen) and Risk will be
A	1. Gain_____ 2. Lose_____
B	3. Gain_____ 4. Lose_____
C	5. Gain_____ 6. Lose_____
D	7. Gain_____ 8. Lose_____

10. Explain that they have another decision to make. Again they know that they have something to gain and something to lose. But this time before they will be asked to make a decision they will receive <u>some</u> information.

11. Choose eight (8) students and arrange them as below.



12. Mark A, B, C and D behind them on the board or in some other place. Give one student from each pair a card which reads GAIN. Give the other the card which reads LOSE. Now distribute the values cards as follows, but tell students to keep them face down on their laps.

1. Gain MONEY	3. Gain POWER
2. Lose FREEDOM	4. Lose FRIENDS

5. Gain FAME
6. Lose PRIDE
7. Gain GOOD JOB
8. Lose HEALTH

13. Ask all students with GAIN cards to hold up their values cards as well. Make sure all students including those that are observing can see them. Explain now that this is the information they have. By choosing Decision A, they will GAIN MONEY, etc. Ask them to make a decision.

14. When each has done so, ask all the students with LOSE cards to hold up their value cards as well. Now they have all the information available, that is, what it is they have to gain and what it is they have to lose. If they had to make a decision and choose one of these, which would they choose?

15. After the ensuing discussion, ask students to hand back values cards. Shuffle them around and include the extra two values cards, LOVE & AFFECTION, and EDUCATION. Again, pass out the values cards face down and have students make choices according to some or all of the information.

16. Discussion can include the following questions.

    a) Can you think of a situation where one might gain money (for example) and lose one's freedom? Gain a good job and lose your health? (If any of the combinations can net no imaginary situation, this will be a worthwhile discussion also. For example, it is virtually impossible to lose your education once you have it. It would be worthwhile to mention this to students and ask them if that is true of the rest of the values.)

    b) Do you think this is realistic? When we make decisions do we often risk things that we value?

    c) When do we seem to take greater risk of losing things that are important to us? (When we do not have enough information or when we do not know what is important to us).

    d) Are the decisions you have just made in accordance with how you ranked your values before we began this exercise. What has caused any changes?

17. Have the students turn to the last activity sheet. Explain that this involves another decision-making exercise. This time, they have talked with friends and read in magazines about diets since they've decided to lose weight. After gathering four interesting diets, they become fully aware that the main thing to be gained by sticking to one of these diets is a big loss (of weight)! But, they do not quite understand what they will lose (besides excess pounds) by trying each of these diets.

Knowing fully well that many diets in circulation are not very safe, they conduct their own investigation into the relative merits of each one. Now, the only thing left to be done is to figure out the risks involved.

18. Below are the risks, which can be figured out from the information you have. These risks are common to unsound dieting practices.

	WHAT DO YOU HAVE TO LOSE?
DIET #1	Risk to over-all health and energy from not eating a variety of foods. No nutrient group should be neglected, even in dieting.
DIET #2	When exercise or increased exercise does not accompany diet change, you run the risk of gaining back lost weight after you cease dieting. In addition, losing weight without attending to the other side of ENERGY BALANCE is not attractive weight loss. The body needs toning.
DIET #3	Risks are to your over-all health. Dietary supplements cannot supply a total balanced diet. They will only supply what has been listed on the label. You lose the trace elements and fiber which exists in food.
DIET #4	Risks are to over-all health and energy, and that weight may be quickly gained back after cessation of the diet. Losing more than one or two pounds a week is not wise, unless it is under strict medical care. Chances are nutrient needs are not being met with what is probably a drastic reduction in calorie intake.

19. After figuring general risks, students should realize that none of the four diets is wise and therefore the best alternative is to choose none of them. A wise diet for weight loss recognizes the following concepts.

a) Energy balance

b) Calorie reduction is the most important, but all food groups should still be in the diet. The body has not lost its need for all the nutrients.

c) A pinch test (testing the amount of skinfold) is a better indication of over-weight or underweight than the widely publicized weight charts.

d) Loss of one to two pounds per week is a good amount that will probably stay off a lot longer than rapid weight reduction.

PiTTLE is $500	TIME K is 6 weeks	PRIDE
PATTLE is $150	TIME L is tomorrow	GOOD JOB
GUBBLE is $1,000	MONEY	HEALTH
GOBBLE is $5,000	FREEDOM	LOVE & AFFECTION
PIPSK is $10	POWER	EDUCATION
POPSK is $250	FRIENDS	
TIME J is 6 months	FAME	

1. GAIN

2. LOSE

3. GAIN

4. LOSE

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5. GAIN

6. LOSE

7. GAIN

8. LOSE

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LESSON X: WHAT IS A CRITICAL DECISION?

OBJECTIVE: To illustrate the frequency and significance of decisions in our lives.

To explore what determines whether or not a decision can be considered critical.

To further explore the role of clarifying values in good decision-making.

MATERIALS: Student activity sheets

Decision-making model: teacher transparency and students' page.

TEACHER INTRODUCTION

Figuring out what is important to you and what you want is the first step in working towards good outcomes from decisions. It is the first step in making good decisions.

A decision can be called good if one considers the decision-making model when it is being made. If one puts heavy weight on rationality and attends to all the steps in defining and considering alternatives, one has a much better chance of getting a good outcome. But regardless of whether the outcome is good or not, the decision is good if the decision maker has tried to think things out as clearly as possible.

One of the most important steps in seeking good outcomes from our decisions is clarifying what we want and what is important to us. If we do not know where we want to go, we will not be able to figure out how to get there.

Some decisions we make every day require very little thought. They seem very simple; we take them for granted. What makes the difference in whether a decision can be called critical enough to deserve extra time and thought? This lesson explores what makes a decision a critical one. But we do have a message to relate in

the course of the exploration. That is decisions about food are critical decisions because when you come right down to it, without food we cannot live. Whether we eat, when, where and especially what we eat are important decisions. They deserve more attention than most people usually give them.

Outline

1. Read the exerpt about Milo on the first activity sheet for the lesson. Milo was a poor decision maker and certainly did not know what he wanted. After you have read the quote, try to incite some discussion by asking some of the following questions.

   1) Do you know anyone like Milo?
   2) Have you ever felt like Milo feels?
   3) What might cause a person to feel this way?
   4) What things could contribute to feelings of this kind? (Explain here that often when we are frustrated for some reason, we feel low or depressed. When that happens we tend to not care about very much and we may tend to act apathetic. Explain how this differs from being sympathetic, or empathetic. Ask the class for examples of these.)
   5) Would you agree with this: To not decide is to decide? Can you give an example?

2. Now ask the class to read along as you read Mike's Morning. When you are done, go through the following page which outlines the decisions Mike had to make that morning. Use them as the basis for discussion of what makes an important or critical decision. Possible questions and answers for such a discussion follow.

Questions	Answers
What decisions did you have to make in a typical day before you came to YDC?	Whether to go to school Whether to study Whether to buy a new shirt What to make for lunch Whether to go out with your girlfriend/boyfriend
Which of these decisions are you not making now that you are in YDC?	Whether to go to work Whether go go to school Whether to buy a new shirt What to make for lunch Whether to go out with your girlfriend/boyfriend

It appears that most of the decisions you were making before, are made for you now.

Are any of those decisions more important than others?	Whether to go to work Whether to go to school Whether to eat lunch
Why are these more important than others?	Because if I did not go to school I would be picked up for truancy. If I did not go to work I would not get paid. If I did not eat lunch for a long period of time, my health would be affected.
What determines when a decision is important or critical?	When it keeps you from doing something you want, or when it hurts you in some way or perhaps, when it hurts someone you care about.
What determines what you want or who you care about?	The things you value or your experiences.
Do we always know when we are doing something that may turn out to be critical?	No, because sometimes we do not know what will happen in the future. Sometimes we do not think about the habits we are getting into. Sometimes we may be too selfish.
Can you give an example of this in Mike's story?	Not eating breakfast. Not taking a drink of whiskey. Not insisting he talk with Jason.
How then could we describe or define when a decision is critical or important?	A decision is important when the results lead to or prevent something that is important to the decision-maker.

3. After discussing Mike's Morning, introduce the decision-making model by asking students to follow along with their copies. You can also use the transparency for this lesson.

4. If time allows, go through the steps of the model with one of the important decisions that Mike made (such as whether to talk to Jason about his drinking). Whether or not to eat breakfast is the subject of the next lesson.

LESSON XI: THE DECISION IS WHETHER OR NOT TO DECIDE

OBJECTIVE: To use the decision-making model with a nutrition-related decision.

MATERIALS: Film: Why Doesn't Cathy Eat Breakfast?
Student activity sheet

TEACHER INTRODUCTION

The lesson is simple in that it presents one clear decision that must be made, i.e., whether or not to eat breakfast. But it is more complicated in the fact that eating has now been shown to be an important decision.

The film, from the National Dairy Council, is referred to as a "trigger film". This means that the end of the film should "trigger" questions, comments and discussion in the class. Without this important exploration, the lesson will not be half as worthwhile.

Outline

1. Introduce the film to the class as a good example of decision-making as it relates to an everyday decision that we all usually make.

2. Stop the film where it indicates and discuss informally. Remind students that they actually do not make this decision while they are at YDC, but will again have the decision-making control when they are released. Discuss whether they did or did not have breakfast when they were on the outside.

3. The film can continue after this point to show the same sequence over again. If you feel the points were not clearly enough made, you can show it again.

4. Ask students to take out their activity sheets about the film and go through the decision-making model as it relates to Cathy and her situation. In cases where you were given no answers (such as, what does Cathy want? Is it to lose weight, or meet her friends early at school or to not feel heavy in the morning?), make up your own or ask the class what <u>might</u> be some reasons. They can draw from their own pre-commitment experience here.

WHY DOESN'T CATHY EAT BREAKFAST?

1. What is the decision to be made? Whether or not to have breakfast (and if so -- what?).

2. What does Cathy want and why does she want it? MUST GUESS. 1) sleep later 2) play with friends at school first 3) not to miss bus 4) not to gain weight 5) not to eat when she is not hungry 6) not to feel weak 7) to have energy 8) to be healthy 9) to keep a nice appearance 10) to keep awake in classes

3. What are Cathy's alternatives?

   a) She can eat nothing.

   b) She can have a traditional breakfast such as eggs, bacon, cereal.

   c) She can eat anything she wants to, it does not have to be "breakfast" food.

   d) She could grab something to eat on the way.

   e) She could eat a low-calorie breakfast.

   f) She could buy her breakfast on the way.

   (NOTE: ALTERNATIVES CAN ALWAYS BE COMBINATIONS OF OTHER ALTERNATIVES TOO)

4. What information does she have? What new information might she need?

   a) what foods people need b) what is the difference in her when she does and does not eat breakfast c) is this a legitimate way to lose weight?

5. Weigh the risks. For each alternative, what does she have to lose or gain?

   USE KEY WORDS.

	LOSE	GAIN
a) Eat nothing	get hungry and weak get real hungry by lunch	no calories
b) Traditional breakfast foods	could take time, could be boring	health and energy might be warm help you wake up
c) Eat anything	maybe not nutritious	health and energy maybe more inclined to eat breakfast
d)		
e) ETC.	ETC.	ETC.
f)		

6. Which do you think is the best alternative for Cathy to choose?

LESSON XII: THE STORY OF MISSED CRITICAL DECISIONS

OBJECTIVE: To further illustrate the importance of defining values before making decisions.

To offer practice in using the decision-making model in a life-planning situation.

MATERIALS: Student activity sheets

TEACHER INTRODUCTION

Planning is not second nature to juvenile offenders. The moment speaks more loudly to them. This lesson serves to give practice in using the decision-making model in reference to the critical decision of "what should I do with my life?" It illustrates the importance of each individual's knowing what he/she wants to do or wants to be. They will not want to end up like Mary or Alex at age 21, without school, job or even a home the way they would like it.

This exercise is leading up to the ultimate decision-making practice of having the students give serious thought to the realistic possibilities of what they will do upon their release from the YDC. And the more the students use the model, the more comfortable they will become with it. Eventually, especially if it is referred to or used after the unit has been completed, the students should be able to think of it when making decisions of their own, including food decisions.

Outline

1. Read aloud one of the two following stories and have students follow along. Teachers of females should read the story about Mary. Teachers of males should read about Alex. After you have finished reading, fill in the model sheet with the decision Mary/Alex has to make; in other words, where to go from here. Encourage discussion of every aspect of the model. You may wish to use some of the following questions.

   1) What is it he/she wants? Does it ever really say? Do you think this may be the problem -- not clearly defining what it is he/she wants?

   2) What are her/his alternatives now? Are there some that he/she hasn't thought of? Where might he/she go to get information about other alternatives?

   3) What affects do you think these years of indecision have had on his/her health? (Point out long hours, hard work, fights with parents, late hours, when not working just sitting around, not eating properly, maybe not enough exercise.)

   4) What do you thing being on your own means? What risks do you take when you take the step of supporting yourself and living by yourself? What responsibilities do you have? Do you think Mary/Alex had thought of these previously?

   5) What information do people need to live on their own, away from parents? What are the pros and cons of this kind of situation?

   6) What are the food decisions that people need to make when they are living on their own or responsible for themselves and others.

1. WHAT IS THE DECISION TO BE MADE? _____

2. WHAT DO YOU WANT? _____ WHY? _____

_____ _____

_____ _____

3. WHAT ARE YOUR ALTERNATIVES?

4. WHAT ARE THE RISKS?

	WHAT MIGHT BE LOST?	WHAT MIGHT BE GAINED?
A)		
B)		
C)		
D)		
E)		
F)		

WHAT INFORMATION SHOULD YOU CONSIDER OR WILL YOU NEED?

6. WHICH DO YOU THINK IS THE BEST ALTERNATIVE TO CHOOSE?

_____

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LESSON XIII: LIVING ON YOUR OWN, BEING ON YOUR OWN, EATING ON YOUR OWN

OBJECTIVE: To examine the place of food in a household budget

To explore nutritional risks one can take by attempting to cut financial corners with food.

To foster a greater appreciation for the food they are served at YDC.

MATERIALS: YDC sample menu

Income cards and rent cards

TEACHER INTRODUCTION

With the stories of Mary or Alex, the class has explored what it really means to be on your own. They should now be able to verbally identify the realistic pros and cons of such a situation. This lesson will incite discussion of the realism of food and nutrition when living on your own.

Previous lessons have addressed the high cost of food. This one will introduce ideal percentages of income for food, rent and other necessities. Students will get a glimpse of how much it costs to live these days. Through discussion they will be cautioned of foregoing good nutrition in order to make ends meet. Although it is impossible to foresee rates of inflation or what a student's income might be ten or twenty years from now, we can emphasize the importance of eating right and feeding our families right in that unforeseeable future.

Outline

1. Refer again to the story of Mary or Alex. Remind them of the effects their decisions or lack of them had on the various aspects of their health. Explain that other decisions w make in our lives affect our food decisions too. Likewise, food decisions we make in our lives can affect other decisions (These concepts have been dealt with in previous lessons).

2. Cut along the lines of the two sheets in your handbook marked INCOME and RENT. Incomes represent monthly net salaries.

3. Have each member of the class pick a folded paper from a box or hat. Say, "This is how much you earn on the job in which you are now employed. Do not tell anyone what your salary is. This is what you take home in one month. Taxes and all other charges have already been taken out."

4. Say, "You are going to figure out a budget. It is suggested that you break down your income as follow."

   25%: (One week's net pay) HOUSING (OR RENT)

   25%: (One week's net pay) FOOD

   25%: (One week's net pay) MONTHLY PAYMENTS such as car, furniture and TV

   25%: (One week's net pay) MISCELLANEOUS (everything else)

   (Miscellaneous, for your information or to answer their questions, includes insurance (all types) and savings or investments, further education, medical bills, children's allowances and clothing. Promotion of family welfare; hobbies, shows, eating out, records, books or magazines. Utilities if they cannot be included in housing, care operation, bus or carpool expense, school books, special tuitions, laundry, cleaning costs, club or union expense, haircut and beauty shops, smokes and liquor. Entertaining friends, alimony or child support, house repairs, gifts and garden needs. Donations to church, charity and babysitting. These are not necessarily listed in order of importance.)

5. Have students pick another paper out of a box. This time it represents their rent.

6. Ask students to calculate how closely their rent comes to 25 percent of their income. Is it higher, lower, or about right?

7. Remind them that the 25 percent figure would also apply to what can be spent on food and groceries. To find out what they could spend for a week, have them divide the figure by four.

8. Ask them to pick a number between 0 and 7. Tell them this is the imaginary number of people being supported by that income. This is the number of people that the groceries bought with that 25 percent must feed.

9. Ask them to refer to the menu which is in their activity sheets for this lesson. This is an example of meals in a YDC for one week. Tell them that the YDC spends an average of _____ per person per meal (Ask your Food Service Manager).

10. Tell the class you are going to calculate how much it would cost to feed your family of four, or six, or any other number you choose, if that cost per person were the same.

11. First to make any substitutions they would like in the menus.

12. To find out the weekly cost for the family you must multiply by three, for three meals per day. You now have the cost/person/day. Now multiply that by 7. You now have the cost/person/week. Now multiply that by the number of people in the household to find out the cost/family/week.

13. Ask them to compare this amount to the 25 percent they each had figured for food. How does it compare?

14. How will these figures differ from actual costs for a family?

    a) Cost per person will be higher outside the YDC. Institutional food costs are less than normal.

    b) The YDC and other institutions run by the state or federal government get many donated foods. <u>These foods are free</u>, therefore did not have to be added into the cost.

    c) Institutions such as the YDC can order in quantity. This means that they can receive discounts on many foods, just as any person can in a normal store by just buying in the economy size.

    d) Often not all members of the household eat all their meals at home. Kids eat lunches at school, working people eat at restaurants. Do they think most people eat large meals at both lunch and dinner the way they do at the YDC?

15. Other questions for discussion may be

    a) If your rent is larger than 25 percent and you cannot save on food (due to large number on household), where else might you cut down on costs?

    b) Can you use any of the methods we previously discussed to cut down on money spent on food?

c) Current inflation rates now dictate an even greater estimate for rent/mortgage percentage of income, perhaps 30-35%. If this is the case, what adjustments in budget for food costs would have to be made?

d) Do you think people try to cut down on food costs by planning unbalanced meals or buying empty calorie but cheaper foods?

e) Would there be a risk in making that decision? What would happen in the long run? What would you gain? What would you lose?

Answers

Children do not grow and develop properly

People become unhealthy and pay large medical bills later on, including dental expenses

Relationships with people will be affected if one does not eat right

Work and school will be affected

Unstraight teeth and bad breath result

Cutting costs by increasing high-sugar foods in diet may contribute to hyperactivity

Filling up on coffee or tea has the same affect as above. It is bad for the heart

Your own . . .

INCOME	INCOME
INCOME	INCOME
INCOME	INCOME
INCOME	INCOME
INCOME	INCOME
INCOME	INCOME
INCOME	INCOME
INCOME	INCOME

$ 1,000	$ 1,000
$ 750	$ 750
$ 750	$ 750
$ 600	$ 550
$ 600	$ 550
$ 800	$ 500
$ 800	$ 500

RENT	RENT
RENT	RENT
RENT	RENT
RENT	RENT
RENT	RENT
RENT	RENT

$ 80	$ 175
$ 100	$ 180
$ 125	$ 190
$ 125	$ 200
$ 150	$ 250
$ 150	$ 290

LESSON XIV: OPTIONS: A DECISION-MAKING GAME

OBJECTIVE: To provide an opportunity for practicing rational thought and using the decision-making model in regard to post-release plans.

MATERIALS: Student activity sheets

TEACHER INTRODUCTION

You have taken your students through all the stages of decision-making according to their model. They began by brainstorming and looking at other opinions besides their own. They became aware of how what they think and feel enter into the decisions they make. They have now explored some imaginary problems, lives and decisions. They have seen how those life-like situations related to the areas of health and nutrition. This lesson is now devoted to helping them do some realistic thinking about their own situations and the biggest decision facing them -- what each will do upon leaving the YDC.

The first two activity sheets of this lesson presents the OPTS computer. The computer prints out the various options a student has available upon leaving the YDC. Court Service Workers who work with students from the YDC's during After Care observe that students have little awareness of the options that are truly open to them or the problems they may encounter with any of those options. This is the opportunity for them to use their decision-making skills in reference to the biggest decision that is now confronting them.

Unless a person feels good about oneself no motivation will exist for adopting positive life practices, including good health habits. What causes a person to achieve the self-esteem health educators claim is necessary for taking steps to live more healthfully?

There are numerous things which help to build self-esteem. Perhaps one of the major things is achieving. No matter how small the task, when we accomplish something and feel good about it (because of our own and/or another's approval) it is a step in feeling good about ourselves. Accomplishing things are good outcomes. Good outcomes are much more likely to occur if good decisions were made.

Outline

1. Ask students to take out the first activity sheet for this lesson. Tell them not to look at the second one yet.

2. Read the first part of the sheet aloud as students follow along. ASK, "What is an option?" Answer: An option is a choice. When you have an option for something you have a choice of taking that alternative or another. When you have the option of buying a house you have the choice of buying that house, or not buying it or buying another house.

3. Before students look at what OPTS has printed out, ask them to write down their own thoughts on what alternatives they have upon leaving the YDC.

4. When they have completed this, ask them to take out the second activity sheet. Compare their answers to those of the computer.

5. It would be worthwhile to discuss the alternative of marriage. Although marriage is listed in one place as a separate alternative, it is combined with other things in following alternatives. After the girls have read the story of Mary they may be more capable of seeing where choosing marriage immediately upon release might have some drawbacks. At least the risk of divorce or separation should be brought up later in the decision-making sheet so that students are encouraged to think realistically about what marriage does and does not mean.

6. Refer now to the decision-making sheet. Students will be familiar with this worksheet by now. Ask them to fill out their sheet, transferring the alternatives from the previous sheet. Give them the opportunity to work through the whole sheet on their own before the class discusses and compares. Give them most of the period to think and work silently, as this decision is truly one they must make on their own.

7. During discussion, devote time to the subject of information. Do they have enough? Are they making assumptions about what they can or cannot do? Who can they ask or what can they read that will help? Be sure to refer them to people right at the YDC who have the answers.

LESSON XV: TRYING OUT SKILLS

OBJECTIVE: To provide opportunities for students to use their decision-making skills in role-playing typical After Care situations.

To give practice in employing nutrition concepts and facts in the course of role-playing situations.

MATERIALS: Role-playing quiz sheet (teacher handbook)

Information sheets

TEACHER INTRODUCTION

Decisions are not always made on paper. Before students were exposed to this unit they probably never even thought of doing so. This lesson is planned to give students the chance to try out their new skills in situations which call for quick thinking and gut reactions. It gives the role-playing observers the chance to dissect the sociodrama according to the concepts the class has been exploring.

The lesson is composed of various role-playing suggestions. You might choose two or three to try in one day, do two each on two days or space them out to one a day for several days. The schedule is up to you. It is important to adapt the situation to your group. You do not want to rush an activity that is netting worthwhile discussion. On the other hand, you will not want to continue a role-play that is dragging its feet.

One of the suggested situations will center entirely around the nutrition information that has been dealt with in this unit. This role-play, about a fast food operation, requires that you pass out information to the three players before the role-play begins. The others do not require any information that cannot be provided verbally before the role-play begins.

Outline

1. If you think it would suit your students, you can duplicate the role-playing quiz sheet so that each has one at his/her desk to use when the role-play is over. When a new situation begins, however, make sure the students have turned these sheets over or that they have been collected. Those who are playing roles in front of the class may feel very uncomfortable if their classmates are constantly referring to quiz sheets on their desks.

2. The role-play about the fast food operation requires that you pass out information sheets to the three characters before the role-play begins. This information is for them alone, but should be discussed with the whole class afterwards as to how the information may have affected how the character reacted, or his particular opinions and attitudes.

3. Role-play frameworks are listed below.

   A. FAST FOOD

   Background — A study shows that many people eat often at fast food restaurants. The county commissioner has been petitioned recently to cut the county budget and save energy. One way of accomplishing this is to close down all other restaurants but fast food places. Before he makes his decision, the commissioner decides to talk to two representatives from the community about the pros and cons of fast food. A nutritionist and a fast food manager come to give evidence on both sides of the issue.

   Setting — County commissioner's office, afternoon

   Characters — Mr./Ms. Biggs, County Commissioner

   Mr./Ms. Burger, Fast Food Restaurant Manager

   Mr./Ms. Berry, Nutritionist with the local health department

   Remarks — See information sheet next page. Cut along lines and give to appropriate characters before role-play starts.

   B. BACK TO SCHOOL

   Background — A couple of weeks ago a student was released from the YDC. The student decided to try going back to his/her local school. Most of the people in his/her grade know that the student had been committed to YDC. Some teachers have tried to be helpful and understanding but some have not. One teacher, Mr./Ms. Carr, seems to be very distrustful of the student. Yesterday, $10 was stolen from a pupil's locker. During the afternoon the YDC student had

received a pass to go to the lavatory during Mr./Ms. Carr's class. Mr./Ms. Carr heard about the theft and suspects the YDC student. When he/she came into class today, Mr./Ms. Carr took him/her right down to the principal's office.

Setting — Principal's office, afternoon of the day following the theft

Characters — The student (assign a name or use the name of the role-player)

Mr./Ms. Carr, the teacher

Mr./Ms. Davis, the principal

Remarks — Set the stage beforehand so that students can see that these authority figures are real people too. Ask both the teacher and the principal how long they have been working at the school. Ask the teacher what he/she teaches. Ask ages. Ask about families. This will help observers to have more insight into why these people might be acting or reacting as they are. It will help the role-player to ease into a role which they do not have much of a feel for.

Do the same for the student. Ask him/her how it has felt to be back in school. Ask about his/her friends or if he/she is finding the coursework harder, easier or the same. Make the role-players and observers get a feel for what it might be like to be in the student's shoes.

C. JOB INTERVIEW

Background — A student has just been released from the YDC. He/she has gone home to live with his/her parents. Not wanting to go back to school, he/she decides to get a job. This is the first interview.

Setting — The student is sitting outside the employer's office in the receptionist's waiting area. He/she has been waiting for twenty minutes. He/she has just completed a job application and is waiting to be called in.

Character — The employer

The student

The receptionist

Remarks — Let the role-players or the class decide what job the student is interviewing for.

Set the stage by asking the student whether he/she really wants this job. Does he/she have experience? Was the application long? Did he/she have all the information needed? What does he/she think of this place? Is he/she nervous?

Ask the employer how long he/she has been looking for someone? How many applicants has he/she had? What kind of person is he/she looking for?

The receptionist merely serves to make the set more authentic. But you could ask him/her how he/she likes the job? What kind of day is he/she having? Where did he/she have lunch today and what did he/she have? (Sometime unpleasant receptionists can intimidate a job candidate before he/she even gets into the interview.)

D. HOME SCENE

Background — A student has been on After Care for several months. He/she is living with her mother/father and a younger sister/brother. He/she has a part time job as a stock person in a discount store. Lately there have been quite a few fights at home. The student has been feeling kind of bored when not working, and feels a lot of pressure from his mother/father and the Court Service Worker. The mother/father has a full-time job in a machinery parts factory. He/she is tired of the fighting that is going on at home too. He/she is afraid that the student will move out if things do not become more peaceful at home. The Court Service Worker is very concerned about the situation too. He/she would like to see the student do something more than just the part time job. He/she is afraid the student might wind up back at the YDC.

Setting — The doorbell rings. The student is sitting in his livingroom watching TV. His mother/father is out in the kitchen fixing supper. The younger sister/brother is due home from school. The student answers the door and it is the Court Service Worker who has come for a visit.

Characters — The student (give a name)

Mr./Ms. Curtis, Court Service Worker

Mr./Ms. Samuels, the mother/father

Remarks — Set the stage. Ask the student how it feels to be home. How has he/she been spending his/her time when not at work.

Ask Mr./Ms. Samuels how it feels to have his son/daughter home. How is work going for him/her? Is there enough money these days? What does he/she do when not at work or taking care of the kids?

Ask Mr./Ms. Curtis about himself/herself. Does he/she like the job? What seems the most frustrating? Where has he/she been today before he/she made this visit?.

In this role-play particularly try to thread in some nutrition content. Do this while setting the stage and in the discussion afterwards. Does the student help with food-related matters such as cooking, shopping or cleaning up? Would he/she like to or be willing to? Does he/she eat out often? Where? Does he/she like his dad's/mom's cooking? Why or why not?

It is preferable to have the character of mother as opposed to father here, as in most cases the student returns to a situation where the mother or other female is the authoritarian figure. If done in a male YDC by a male teacher, see if you can recruit a female teacher or other co-worker.

Other food-related role plays:

E. Your friend has recently gotten an apartment and is living alone. She/he appears in really poor shape. You know it might be some stress, but you also fear it's the self-neglect that is characterizing her/his life right now. You try to bring up the subject without appearing too overbearing.

F. You've just moved into a place with a friend. He/she has an 8-5 job and yours is 4-11. Your friend is eating a lot more of the food than you are and often has friends in the evening who consume food and beverages you two have paid for equally. In addition, when you shop together your friend says he/she doesn't like the foods you do so you should buy certain foods separately, such as fresh vegetables and fruits. He buys a lot of snack foods that you do not eat often. The two of you sit down to resolve the problem.

G. Your son or daughter is a teen-ager about the age that you are now. You are 25 years older than your present age. You are sitting in the livingroom and overhear your son/daughter complaining on the phone about the way he/she is feeling, looking and how little energy he/she seems to have. You, too, have noticed that your child's skin is breaking out and that he/she seems to be dragging from one day to the next. Call your son/daughter over and try to explain that perhaps he/she can do some things to improve his/her appearance and health.

ROLE PLAY EXERCISE: A study done shows that a lot of people eat often at fast food restaurants. The County Commissioner has been petitioned recently to cut the county budget and save energy. One way might be to close down all other restaurants but fast food places. Before he makes his decision he decides to talk to two representatives about the pros and cons of "fast food". A nutritionist and a fast food manager come to give evidence on both sides of the issue.

SETTING: County Commissioner's office, afternoon

CHARACTERS:
Mr./Ms. Biggs, County Commissioner
Mr./Ms. Burger, Fast Food Restaurant Manager
Mr./Ms. Berry, Nutritionist with the local health department

INFORMATION

Nutritionist

- You know all about foods and energy. You work with sick people to teach them ways to eat better to regain their health.
- Your son eats at fast food places all the time and really enjoys them.
- Your son is overweight.
- You read a study that showed there were only a few cherries in each fast food cherry pie.
- You think it is important for people to have a wide variety of foods in their diet.

Fast Food Manager

- Your wife (or husband) is a skin doctor.
- You make a very good income but want to open a new fast food restaurant. If the county closes down other kinds of restaurants this would give you a better chance.
- You know there are some very nutritious things supplied by fast food meals.
- You know a lot of kids do not like vegetables so you figure, why serve them?

County Commissioner

- You like fast food but you like other kinds of food too.
- You have two teen-aged children who love fast food.
- You are very tired after work and sometimes find it easy to stop and pick up supper at a fast food place.
- Your anniversary is coming up in a month and you have made reservations at a fancy restaurant downtown. Your wife/husband is really looking forward to it.
- One of your kids has bad skin problems and you heard that Vitamin A, in many vegetables is good for this.

ROLE-PLAYING QUIZ SHEET

1. Were all the characters decision-makers? What was the decision each was having to make?

2. Did the character seem to be acting rationally, emotionally or both? Why?

3. Where did his/her information seem to be coming from? Did he/she give any information that seemed biased? Did he/she receive any?

4. What information would you say he/she still seemed to need?

5. What do you think that person wanted and why? What was important to him/her?

6. Why was that person sticking up for his/her particular alternative?

7. What risk would this decision-maker be taking? What was there to gain? What was there to lose?

8. Would you have chosen the same alternative as the decision-maker?

REPORT NUMBER S[redacted]-R1

Georgia Department of H[redacted]esources
Title XX Administration

SERVICE PROVISION FORM — CHILD CARE

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2. [ ]-[ ][ ][ ]-[ ][ ][ ]

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DFCS SERIAL	NAME OF PRIMARY CLIENT	SOCIAL SECURITY NO.	DATE OF BIRTH M M D D Y Y Y Y	ELIG. CAT.	GOAL	GOAL STATUS	ETHNIC	SEX	NO. CHLD.	FULL TIME TYPE	FULL TIME NO CHLD	FULL TIME UNITS	PART TIME TYPE	PART TIME NO CHLD	PART TIME UNITS	EXIT

FACSIMILE

Complete in Duplicate — Route original to Batch Control Clerk for mailing to DMU — Title XX, return copy for worker's or agency's central file

SERVICE ELIGIBILITY
- Income Maintenance
  - 01 AFDC
  - 02 SSI — Aged
  - 03 SSI — Blind
  - 04 SSI — Disabled
- Income Eligible
  - 05 MAO
  - 06 Income Scale 1
  - 07 Income Scale 2
- Without Regard To Income
  - 08 Title X[illegible] ...ceive Services
  - 10 Title XX Ineligible

CLIENT GOAL
1. Self Support
2. Self Sufficiency
3. Protection
4. Community/Home Based Care
5. Institutional Care

GOAL STATUS
1. Achieved
2. Maintained
3. Not Achieved

ETHNIC
1. White
2. Black
3. American Indian
4. Asian American
5. Latin American
6. Other

SEX
1. Male
2. Female

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If a provider receives an SPF-CC intended for another provider within the agency (same County Department), the Batch Control Clerk is to be informed and the SPF-CC is to be forwarded to the correct provider.

If a provider receives an SPF-CC intended for another provider agency (another County Department), the SPF-CC is to be returned to MPDS immediately with a note of explanation.

Worker, Agency Code, or Caseload Number Change. Changes of worker, agency code, or caseload number are affected on the SPF-PC. See page 9 for these instructions.

Specific Instructions

CHANGING/UPDATING PRIMARY CLIENT DATA

The only changes to be made on the SPF-CC are in the NO. CHLD column and in service delivery information. All other changes/updates are reported on the SPF-PC.

REPORTING SERVICE DELIVERY - The Service Provision Form - Child Care is designed to collect child care service delivery information purchased by a County Department for a primary client eligible to receive this service program. Complete only those columns for which instructions are given in this section.

1. NO. CHLD. (Number of Children) - If a question mark (?) appears in the box above the broken line in this column, enter the actual number of children of or the primary client who received Child Care Services during the reporting quarter.

   If the preprinted number has changed, enter below the broken line the correct number for the current reporting quarter.